

TEEN LIVING

COURSE DESCRIPTION

Teen Living is designed to help students in grades five through eight develop skills needed for living now and into their teen years. Instructional content from the Family and Consumer Sciences curriculum includes personal development, life management, and career exploration. Skills in problem solving, decision making, critical thinking, interpersonal communications, and application of basic academics are reinforced in this course.

The integration of Family, Career and Community Leaders of America (FCCLA) activities assists students in leadership development, personal growth, and school/community involvement.

Pre-requisite: None

Recommended Grade Level: 5, 6, 7, and 8

TEEN LIVING STANDARDS

- 1.0 Students will demonstrate leadership, citizenship, and teamwork skills required for success in the preteen and teen years.
- 2.0 Students will recognize factors that affect individual growth and development in areas related to self-understanding, personal decision making, communication and interpersonal relationships.
- 3.0 Students will analyze the significance of the family and its impact on the well-being of individuals and society.
- 4.0 Students will demonstrate knowledge, skills, and practices required for management of human and economic resources.
- 5.0 Students will demonstrate the use of effective management practices relating to personal habits and living environments.
- 6.0 Students will demonstrate good nutrition practices that promote personal well-being across the life span.
- 7.0 Students will describe child-care practices that promote development.
- 8.0 Students will evaluate personal interests, traits, abilities, and goals in relation to future career and occupational opportunities.

TEEN LIVING

STANDARD 1.0

Students will demonstrate leadership, citizenship, and teamwork skills required for success in the preteen and teen years.

LEARNING EXPECTATIONS

The student will:

- 1.1 Describe characteristics of a good citizen during the adolescent years.
- 1.2 Explain the roles of leaders and followers.
- 1.3 Demonstrate teamwork skills that enhance family, school and community life.

PERFORMANCE STANDARDS

The student:

- 1.1 Identifies actions taken that are representative of a responsible citizen at home, at school, at work, and in the community.
- 1.2A Generates a list of qualities and characteristics of good leaders and followers.
- 1.2B Compares the roles of a leader and follower within a team.
- 1.2C Practices leadership skills through participation in class and co-curricular activities.
- 1.3 Cooperates within a multicultural environment with others to achieve goals.

SAMPLE PERFORMANCE TASKS

- On transparency, board, or poster paper write terms “good citizen.” In small groups, students define citizen and use a lotus diagram to list qualities of a good citizen.
- Complete FCCLA “STEP-ONE” program.
- Construct a “Cooperation Quilt” in teams. Group students in teams. Each student gets a sheet of construction paper. Using a variety of art supplies, students express ideas and thoughts about team building. Words, pictures, and/or designs may be used. Secure squares together to make quilt. Display quilt at location in school. Use quilts for building teamwork discussion.

INTEGRATION/LINKAGES

Social Studies classes, FCCLA vocational student organization and other school organizations, FACS National Standards (1.1, 1.2, 1.3), English II Gateway Standards (1.0, 2.0, 3.0, 4.0)

TEEN LIVING

STANDARD 2.0

Students will recognize factors that affect individual growth and development in areas related to self-understanding, personal decision making, communication and interpersonal relationships.

LEARNING EXPECTATIONS

The student will:

- 2.1 Analyze the developmental tasks for adolescence in relation to self.
- 2.2 Discuss how personal values, goals, needs, and wants influence an individual's attitude, beliefs and behavior.
- 2.3 Demonstrate the application of the decision making process as it relates to adolescent issues.
- 2.4 Analyze factors important in establishing successful relationships with family members, peers and others within the school and community.
- 2.5 Discuss the role of positive communication methods in interpersonal relationships.

PERFORMANCE STANDARDS

The student:

- 2.1A Identifies factors that influence the development of self-concept.
- 2.1B Describes characteristics of the developmental stages of growth for teens.
- 2.1C Formulates a personal plan for the achievement of the developmental tasks for adolescence.
- 2.2A Identifies and clarifies examples of personal values.
- 2.2B Explains differences between values, goals, needs and wants.
- 2.2C Reviews personal goals and discusses reasons for attainment or non-attainment.
- 2.3A Lists the steps in the decision making process.
- 2.3B Uses the decision-making process to make a decision regarding peer pressure.
- 2.3C Summarizes the consequences of personal decisions on self and others.
- 2.4A Identifies characteristics necessary for selecting and maintaining friendships.
- 2.4B Explains ways to improve relationships with family members.
- 2.4C Demonstrates appreciation for individual differences.
- 2.5A Demonstrates ways to listen and speak effectively.
- 2.5B Identifies different forms of verbal and nonverbal communication.
- 2.5C Demonstrates the use of positive conflict resolution methods.
- 2.5D Describes the appropriate use of several types of electronic communications.

SAMPLE PERFORMANCE TASKS

- Make a personality collage using pictures and/or words. Post collages without names and encourage students to guess to whom each belongs.
- In groups, students take one card per group labeled “HEREDITY,” “ENVIRONMENT” or “PERSONALITY.” Define each term and discuss ways in which the term influences a person’s self-concept. Write stories about teens and ways that their self-concept has been affected by each of these factors.
- Make a maturity timeline. Begin with your birth and mark off each year. Write major events or significant points on your road to maturity (physical, emotional, social, intellectual, and moral). Project the timeline five years into the future, showing ways you hope to develop in that time span.
- Students will prioritize according to personal opinion the Robert Havighurst’s Tasks for Adolescence. They will place a star by the tasks that they feel they have achieved and, then, write a personal plan for successful accomplishment of the additional tasks
- Students will write five values in a column and a related goal beside each value that they wish to achieve. In a third column they will list decisions a person makes to attain that goal. Students visualize the interconnection among values, goals, and decision making.
- Present students with a list of 25 values. Students will circle the 10 values that they consider most important and write a paragraph explaining the importance of the selected values to them.
- Students will identify five short- and five long-term goals. They will then draw a staircase, place a long-term goal at the top and place the short-term goals on the steps leading up to the long-term goal.
- Given case study cards, students will use the decision-making process to analyze a situation and reach a resolution.

INTEGRATION/LINKAGES

FACS National Standards (6.0, 6.1), FCCLA National programs (Power of One, Families First, Stop the Violence, and STAR Events), Gateway Standards (English II 1.0, 2.0, 3.0 and 4.0), SCANS (Secretary’s Commission on Achieving Necessary Skills)

TEEN LIVING

STANDARD 3.0

Students will analyze the significance of the family and its impact on the well-being of individuals and society.

LEARNING EXPECTATIONS

The student will:

- 3.1 Describe the various types of families.
- 3.2 Explain the functions of the family.
- 3.3 Identify roles and responsibilities of individual family members as they relate to family, school, and community.
- 3.4 Explain how family relationships affect personal development.
- 3.5 Analyze factors influencing parent-child relationships.
- 3.6 Examine methods of coping with personal and family crisis.

PERFORMANCE STANDARDS

The student:

- 3.1 Evaluates the roles and responsibilities within each type of family.
- 3.2A Describes each function of the family unit.
- 3.2B Evaluates factors that determine a family's lifestyle.
- 3.3A Defines role as it relates to both the individual and the family.
- 3.3B Describes ways to improve relationships within the family unit.
- 3.4A Explains the role of the family in meeting needs of family members.
- 3.4B Describes rights, responsibilities, and expectations of family members.
- 3.4C Proposes strategies for promoting satisfying relationships with siblings.
- 3.4D Explains how positive family relationships contribute to personal effectiveness in other settings.
- 3.4E Explains the interdependence of family members across the life span.
- 3.5 Implements strategies that promote positive parent-child relationships across the life span.
- 3.6A Recognizes stressors as they relate to individual and family crisis.
- 3.6B Demonstrates the use of stress management techniques.
- 3.6C Identifies resources available to individual and families in crisis.

SAMPLE PERFORMANCE TASKS

- As a class, prepare a series of posters, each portraying a different family type.

- Using newspaper and magazine pictures, illustrate in a collage the functions that families have served throughout history.
- Write an essay describing a real or imaginary family problem or crisis. Trade papers with a partner and make suggestions for resolving the problem.
- Write and role-play situations involving parent-child relationships.
- Using the patterning technique, students will draw two circles, one labeled “Individual Roles” and the other labeled “Family Roles.” The students will then list all the roles that they have around each one respectively. Compare the two circles in groups or use them as a springboard for a class discussion on roles.
- Create a coupon book for each family member. Include coupons that demonstrate understanding, respect, appreciation and responsibility.
- Students will list seven challenges that families sometimes face and write ways teens assist the family in dealing with the situations.
- Students may elect to draw confidential personal time lines (for their analysis only) . Identify times of stress related to events on the time line. As a class brainstorm agencies to assist families in crisis.
- Create radio or television commercials or bulletin board ads on ways individuals and families can manage stress (relaxation, physical exercise, goal setting, list making, volunteer service...).
- Create and record a one-minute public service announcement for various resources and agencies available to families facing challenges or crisis. Play ads to class.
- Create a booklet describing issues related to aging and disabled populations and various resources available to them.

INTEGRATION/LINKAGES

FACS National Standards (6.0, 6.1), FCCLA (Families First, Power of One- A Better You, Family Ties), STAR Events (Illustrated Talk, Skills for Life, STOP The Violence), 4-H Project Guide on Stress Management, United Way Agencies, Community Resources, Gateway English II (1.0, 2.0, 3.0, 4.0), School and Public Libraries, Guidance Counselors, Internet, Department of Human Services

TEEN LIVING

STANDARD 4.0

Students will demonstrate knowledge, skills, and practices required for management of human and economic resources.

LEARNING EXPECTATIONS

The student will:

- 4.1 Analyze ways to manage resources effectively.
- 4.2 Examine factors that influence consumer choices.
- 4.3 Relate consumerism to personal financial planning, use of credit, and purchasing behavior.
- 4.4 Evaluate the use of technology at home, at school and in the workplace.
- 4.5 Evaluate advertising techniques according to positive and negative influences.

PERFORMANCE STANDARD

The student:

- 4.1A Identifies human and non-human resources for individual and family use.
- 4.1B Determines ways to manage time, energy, and money.
- 4.1C Describes management skills needed to effectively manage multiple roles.
- 4.1D Uses various techniques to make the most of limited resources.
- 4.2A Identifies potential ways of increasing resources.
- 4.2B Uses decision making process to make wise consumer decisions.
- 4.3A Uses record of personal income to create a budget that includes a plan for saving.
- 4.3B Explains reasons for using credit.
- 4.3C Recognizes benefits and dangers of using credit.
- 4.3D Recognizes courteous/discourteous shopping behaviors.
- 4.3E Practices guidelines for using checking and savings accounts.
- 4.4 Evaluates the use of technology in managing resources.
- 4.5 Identifies the use of advertising techniques targeted toward youth.

SAMPLE PERFORMANCE TASKS

- On an overhead transparency or a chalkboard, students will draw two circles, one labeled "Human" in the center and the other labeled "Nonhuman." On lines drawn from each circle, they will then list all examples that come to mind from each type of resource.
- Write a paragraph about your "typical" day during the school year. Answer the following questions: "How can you manage time, energy, and money effectively?", "What would you change to eliminate or reduce stress?", "How much money can you spend in a day/

month?" List two or three activities that you would like to add to your schedule. Give students a monthly calendar to schedule a month of activities on their own. Monitor activity.

- Discuss the purpose and the steps of the management process. Students choose a personal or family activity to plan and implement according to a time schedule.
- Create and present various role-play situations (such as returning or exchanging an item) and/or skits which show courteous/discourteous shopping behaviors.
- Write a paragraph describing an experience where you made a purchase that was influenced by an advertisement.
- Uses the management process to plan personal and family activities according to time schedules.

INTEGRATION/LINKAGES

FCCLA (Community Service, Financial Fitness, Leadership roles), Power of One (A Better You, Take the Lead) STAR Events(Illustrated Talk, Skills for Life), Applied Technology, English II Gateway Standards 1.0, 2.0, 3.0, and 4.0

TEEN LIVING

STANDARD 5.0

Students will demonstrate the use of effective management practices relating to personal habits and living environments.

LEARNING EXPECTATIONS

The student will:

- 5.1 Develop a plan for achieving good personal appearance.
- 5.2 Describe factors that help achieve physical wellness.
- 5.3 Demonstrate methods in managing the living environment.

PERFORMANCE STANDARDS

The student:

- 5.1A Practices principles of good grooming and personal hygiene.
- 5.1B Summarizes principles of clothing selection to meet needs and wants.
- 5.1C Demonstrates clothing care procedures.
- 5.1D Analyzes the role of grooming and clothing practices in personal effectiveness.
- 5.2A Evaluates the importance of preventive health habits and healthcare.
- 5.2B Evaluates the importance of physical activity.
- 5.2C Develops a plan for getting enough sleep.
- 5.3A Compares ways to clean, maintain and organize personal and shared indoor and outdoor living space.
- 5.3 B Examines home safety practices.
- 5.3C Examines behaviors that conserve, re-use and recycle resources to maintain the environment.

SAMPLE PERFORMANCE TASKS

- Create a collage of "Looks I Love...."
- Develop a survey sheet relating to "Is Personal Appearance Important?"
- Using results from the survey, discuss the importance of personal appearance.
- Create a display of grooming products and equipment, identifying cost, use and care.
- Report on the risks involved in the use of tobacco, alcohol, and other drugs.
- Review the decision making process and apply it to a clothing purchase.
- Participate in a stain removal lab.
- Practices minor clothing repairs and sewing on buttons.
- Each student creates a collage of clothing styles that looks good on him/her.
- Using technology, create a poster identifying basic laundry principles.

- Create a poster that illustrates good health habits.
- Develop a plan for increasing physical activity.
- Develop a safety checklist for each room in the home.
- Conduct a home security inspection.
- Plan and organize a class recycling project to benefit the community.

INTEGRATION/LINKAGES

FCCLA(Power of One, STAR Events), English II Gateway Standards 1.0, 2.0, 3.0, 4.0, Technology

TEEN LIVING

STANDARD 6.0

Students will demonstrate good nutrition practices that promote personal well-being across the life span.

LEARNING EXPECTATIONS

The student will:

- 6.1 Evaluate factors that influence personal nutrition and eating habits across the life span.
- 6.2 Relate the role of good nutrition to well-being and achievement.
- 6.3 Explain how to choose a well-balanced diet.
- 6.4 Discuss food safety and sanitation procedures used in the kitchen.
- 6.5 Demonstrate table setting rules and meal etiquette.
- 6.6 Evaluate food label information and food costs.

PERFORMANCE STANDARDS

The student:

- 6.1 Identifies factors that influence eating habits of individuals at different stages of life.
- 6.2 Explains how good nutrition can prevent health problems and contribute to achievement and productivity.
- 6.3A Identifies good food sources of various nutrients and describes how the body uses them.
- 6.3B Classifies foods and number of recommended servings for each food group according to the Food Guide Pyramid.
- 6.3C Identifies serving sizes of foods.
- 6.3D Chooses foods for a well-balanced adolescent daily diet.
- 6.4A Illustrates safety and sanitation rules to be observed in the kitchen.
- 6.4B Describes food-borne illnesses and discusses prevention techniques.
- 6.5A Practices basic table setting rules.
- 6.5B Recognizes acceptable and unacceptable table manners.
- 6.6A Identifies required information found on a food label.
- 6.6B Interprets information on food labels to choose nutritious foods and snacks.
- 6.6C Uses simple computations to determine food costs.

SAMPLE PERFORMANCE TASKS

- Record food eaten for one day. Discuss reasons for students selections.
- Using a blank Food Guide Pyramid, label each food group and record the number of recommended servings for each food group
- Role-play skits illustrating correct and incorrect procedures for personal cleanliness in the kitchen.
- Identify and define food-borne illnesses. Discuss how proper storage of food can prevent food-borne illnesses.
- After discussing proper table setting, give the student three menus. Have the student draw a place setting that would be appropriate for each menu.
- Have students survey the school cafeteria for acceptable and unacceptable table manners displayed by students. Discuss findings.
- Discuss the serving sizes of food and how sizes of portions can influence a weight gain/loss.
- Have the students conduct a safety check of their kitchen at home. Have them identify and remove any hazards found. Discuss in class.
- Give each student a food label to analyze and evaluate according to requirements of the law. Discuss findings in class.
- Give each student food labels and have them compare each food's nutritional value according to the information on the label and identify the most nutritious.
- Using a recipe, have students work in small groups to determine its cost.

INTEGRATION/LINKAGES

Health, FCCLA, Families First, Power of One (A Better You, Family Ties), Student Body (Nutrition Education, Food Safety Education, Food Labeling Education), STAR Events, Illustrated Talk, Chapter Service, Entrepreneurship, Focus on Children, English II Gateway Standards (1.0, 2.0, 3.0, 4.0) Internet

TEEN LIVING

STANDARD 7.0

Students will describe child-care practices that promote development.

LEARNING EXPECTATIONS

The student will:

- 7.1 Examine responsibilities of caregivers for children.
- 7.2 Evaluate safety practices that are important when caring for children.
- 7.3 Examine developmental principles and appropriate practices influencing the growth of children.

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PERFORMANCE STANDARDS

The student:

- 7.1A Summarizes personal qualities and skills need to be a responsible caregiver.
- 7.1B Explains the role of the caregiver in meeting children's needs.
- 7.2A Describes safety practices that maintain a safe environment for children.
- 7.2B Simulates emergency situations requiring first aid.
- 7.3A Summarizes the needs and abilities of young children.
- 7.3B Identifies activities that would be appropriate for young children.
- 7.3C Examines appropriate guidance techniques for children at different ages.

SAMPLE PERFORMANCE TASKS

- Develop a checklist for evaluating a responsible caregiver.
- Create a poster illustrating the physical, social, emotional, and intellectual needs of children.
- Work in small groups to prepare a health and safety brochure for child caregivers.
- Using appropriate guidelines, choose age-appropriate books and read to children.
- Visit a toy department and compile a list of toys that would be appropriate for preschoolers.
- Change negative statements commonly used with children to positive statements.

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INTEGRATION/LINKAGES

FCCLA National programs (Power of One, FACTS, STAR Events, Families First), English II Gateway Standards 1.0, 2.0, 3.0, 4.0), Technology

TEEN LIVING

STANDARD 8.0

Students will evaluate personal interests, traits, abilities, and goals in relation to future career and occupational opportunities.

LEARNING EXPECTATIONS

The student will:

- 8.1 Analyze the value of developing and applying work skills to self, family, and community.
- 8.2 Assess personal interests, traits, abilities, and goals that will influence career exploration.
- 8.3 Identify career and job opportunities in family and consumer sciences.

PERFORMANCE STANDARDS

The student:

- 8.1A Explains the value of all jobs and individual work efforts to community success.
- 8.1B Relates demands and rewards of work to personal and family living.
- 8.1C Describes how essential skills learned and practiced in school relates to occupational choices and personal/family life.
- 8.1D Identifies and practices personal traits and skills needed for employability.
- 8.2A Compares personal interests, strengths, abilities, and goals to occupational requirements.
- 8.2B Explains the impact of short-term and long-term goals in planning for the future.
- 8.2C Identifies resources that assist in educational planning.
- 8.3A Lists and discusses methods of researching careers.
- 8.3B Determines skills and educational requirements for identified family and consumer sciences careers.

SAMPLE PERFORMANCE TASKS

- Brainstorm and generate a list of occupations in the community.
- Role-play examples of how some of these jobs contribute to community success.
- Write a paragraph describing what they imagine a community would be like without someone to perform a chosen job.
- Prepare questions and conduct interviews to explore the issue of job satisfaction and how to obtain it.
- Use effective study skills that promote academic achievement.

- In small groups, create a checklist of personal traits and skills that are necessary for employment. Discuss.
- Develop a plan for pursuing obtainable career goals.
- Report on a Family and Consumer Sciences career using a variety of resources for research.

INTEGRATION/LINKAGES

FCCLA, (Families First, Career Connection, STAR Events, Job Interview, Entrepreneurship, Illustrated Talk, Power of One (Working on Working), FACS National Standards (3.0, 3.1, 4.0, 4.1, 5.0, 5.1, 7.0, 7.1, 8.0, 8.1, 9.0, 9.1, 10.0, 10.1, 11.0, 11.1, 16.0, 16.1), English II Gateway Standards (1.0, 2.0, 3.0, 4.0)